



Hawthorne LAB (formally STEM) School
Community Learning Center
End of the Year Report
2016 – 2017

Background

Beginning in 2002, the Wisconsin Department of Public Instruction has been administering the federally funded 21st Century Community Learning Center (CLC) program. These grants have been given to applicants who propose creating before school, after-school, and summer programs at schools where there are high concentrations of students from families with greater economic disadvantage. Some services that these community learning centers provide are academic enrichment activities in reading, math, direct instruction and tutoring. Those receiving grants can offer additional recreational and enrichment activities. Providing academic services to those most in need is the core of the program.

In 2013, the City of Waukesha Parks, Recreation and Forestry Department was awarded a five year, \$500,000 grant (\$100,000 each year). The Hawthorne Community Learning Center provides before and after school programming (Monday-Friday), family involvement opportunities and a parent engagement program. The City of Waukesha Parks, Recreation and Forestry Department utilized numerous community partnerships to support children's development and reduce obstacles to their overall success.

Afterschool programs hold great potential to help meet the needs of many Waukesha youth/families and re-energize our community. The great need and demand for high quality before and after school programs that address both academic and developmental needs of youth continue to increase. This is supported by the data in this report.

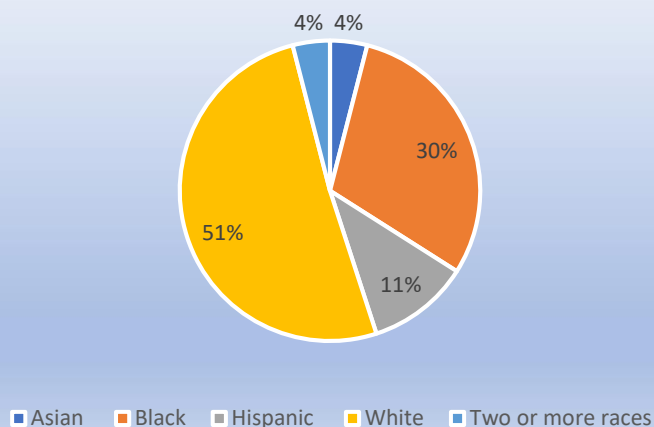
This report reflects the activity of Hawthorne CLC in its fourth year of operation. The data in this report is encouraging and reflective of the outstanding efforts made by all stakeholders including school personnel, program coordinators, instructional staff, activity leaders and community partners.



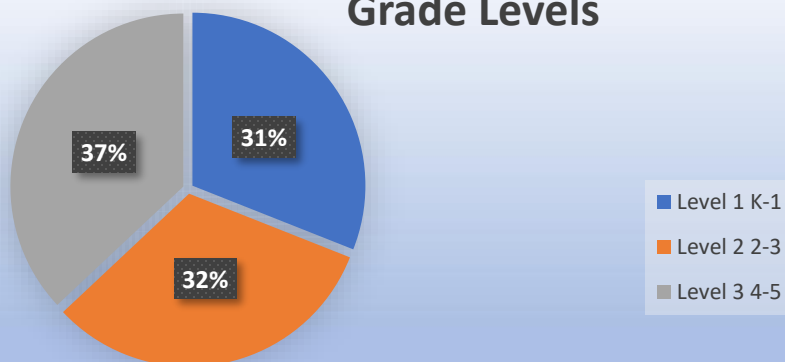
Demographics

All Hawthorne LAB School families were encouraged to participate. Students not meeting proficiency and needing intervention were our greatest priority in recruitment.

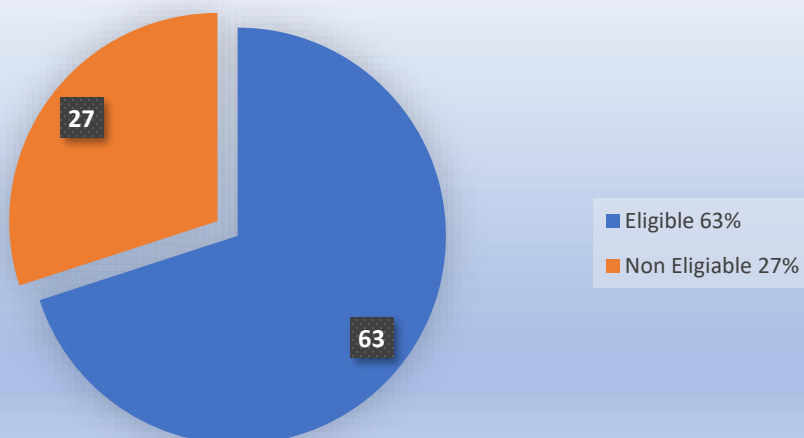
CLC Students Enrolled



Grade Levels



Free or Reduced Lunch Eligibility



Year to Year Comparisons

	<u>2014-2015 School Year</u>	<u>2015-2016 School Year</u>	<u>2016-2017 School Year</u>
<u>Total number of students served</u> <i>% of school population</i>	<u>112</u> <i>41%</i>	<u>103</u> <i>36%</i>	<u>109</u> <i>43%</i>
<u>Total number of regular attendees</u> <i>% of total students served</i>	<u>100</u> <i>89%</i>	<u>97</u> <i>94%</i>	<u>98</u> <i>89%</i>
<u>Number of returning students</u>	<u>63</u>	<u>62</u>	<u>71</u>
<u>Students eligible for Free or Reduced Lunch</u>	<u>77</u>	<u>65</u>	<u>65</u>
<u>Students with Special Needs</u>	<u>11</u>	<u>15</u>	<u>19</u>
<u>Students with Limited English Language Proficiency</u>	<u>2</u>	<u>1</u>	<u>3</u>
<u>Total Family Members Served</u>	<u>82</u>	<u>86</u>	<u>86</u>

Structure for Success

Before and Afterschool activities meet Common Core standards through participation as it maximizes student potential and stretches their ability.

In keeping with Hawthorne LAB School's structure of multi age classrooms, the CLC maintains the same grouping in its program. In addition, during Homework Club, students work on their personalized learning goals with focused homework activities that are directly linked to their class activities. Extension activities were provided to CLC staff from Day School staff to reinforce concepts learning during the school day.

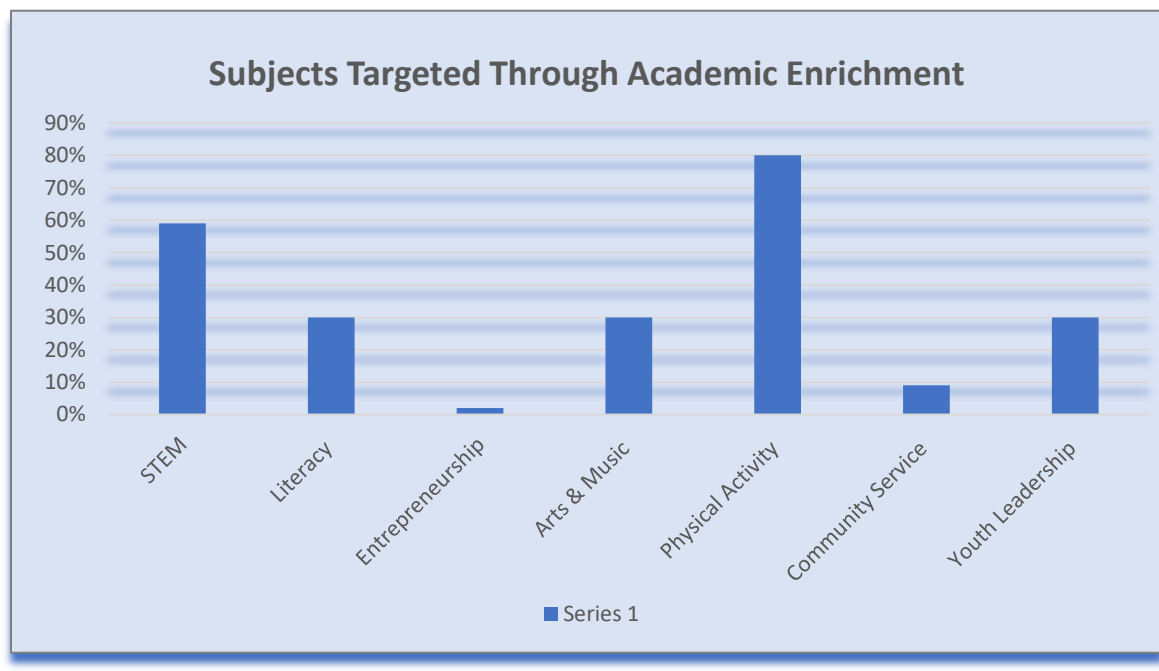
Academic Enrichment Activities

On most program days, students participated in 40 minutes of an academic enrichment activity that is directly tied to Common Core Standards. These activities were intentionally designed to provide fun, hands-on and engaging activities/projects while intertwining concepts of STEM, Literacy, Arts & Music, Community/Service Learning, Youth Leadership, Physical Activity, Entrepreneurship and more.

2016-2017 Academic Enrichment Activities included:

<i>Program</i>	<i>Academic Activities/Concepts Targeted</i>
<u>3..2..1...Blast Off! Exploration of Rocketry</u>	<u>STEM</u>
<u>Acting/Skits</u>	<u>Literacy; Youth Leadership</u>
<u>Angler Education</u>	<u>STEM; Community/Service Learning</u>
<u>Bead Animals</u>	<u>Literacy; Arts & Music</u>
<u>Boomwhackers</u>	<u>Arts & Music</u>
<u>Bottle Cap Magnets/Glass Beads:</u>	<u>STEM; Arts & Music</u>
<u>Bowling Pin/Dice Games</u>	<u>STEM</u>
<u>Bracelets/Lace Braiding</u>	<u>STEM; Arts & Music</u>
<u>Card Games</u>	<u>STEM; Literacy</u>
<u>Catch & Release/Rubber Chickens</u>	<u>Physical Activity</u>
<u>Cooking</u>	<u>STEM; Literacy</u>
<u>Cool School 5K Running Program</u>	<u>STEM; Literacy; Physical Activity; Youth Leadership</u>
<u>Cool World of Nature</u>	<u>STEM</u>
<u>Create Your Space</u>	<u>Arts & Music</u>
<u>Cup Stacking</u>	<u>STEM; Youth Leadership</u>
<u>Design Challenge: Milk Carton Regatta</u>	<u>STEM; Literacy; Youth Leadership</u>
<u>Design Challenge: Recyclable Sled Race</u>	<u>STEM; Literacy; Youth Leadership</u>
<u>Disc Golf</u>	<u>Physical Activity</u>
<u>Duct Tape Projects</u>	<u>STEM; Arts & Music</u>
<u>Field Day/Games</u>	<u>Physical Activity; Youth Leadership</u>
<u>Fuse Beads</u>	<u>STEM; Arts & Music</u>
<u>Gardening</u>	<u>STEM; Literacy; Arts & Music; Community/Service Learning</u>
<u>Giant Games</u>	<u>Physical Activity; Youth Leadership</u>
<u>Hula Hoops</u>	<u>STEM; Literacy; Arts & Music</u>
<u>Juggling</u>	<u>Physical Activity; Youth Leadership</u>
<u>Jump Rope/Jump Bands</u>	<u>Arts & Music; Physical Activity</u>
<u>Junior Achievement</u>	<u>STEM; Literacy; Entrepreneurship</u>
<u>Karaoke</u>	<u>Literacy; Youth Leadership</u>
<u>Kids Can Knit</u>	<u>STEM; Arts & Music</u>
<u>Lacrosse</u>	<u>Physical Activity</u>
<u>Mini Golf</u>	<u>STEM; Physical Activity</u>

Minute to Win it	STEM; Youth Leadership
Nutrition Education	STEM; Literacy; Physical Activity
Orienteering/GPS/Rope Tying	STEM; Physical Activity; Youth Leadership
Paper Quilling	Arts & Music
Pillo Polo	Physical Activity
Rhythm Wands	Arts & Music; Youth Leadership
Routine Flags	Arts & Music; Youth Leadership
Sand Art	STEM; Literacy; Arts & Music
Scarves/Shrinky Dinks	STEM; Arts & Music
Scrapbooking	Literacy; Arts & Music; Community/Service Learning
Stomp/Bucket Percussion	STEM; Arts & Music
Teambuilding/Blind Trust	STEM; Physical Activity; Youth Leadership
Weaving/Knitting	STEM; Arts & Music
World Crafts/World Parachute	Arts & Music; Community/Service Learning
World Dance/World Games	Arts & Music; Physical Activity



Note: A single activity can target multiple subjects. Percentages do not sum to 10

Partnerships

The following partnerships were formed through mutual respect and the acknowledgement of the assets and expertise of each member:

- Cops and Kids Foundation
- Hawthorne LAB School Parents
- Junior Achievement
- Parent's Place
- UW Extension
- Waukesha County Retzer Nature Center
- Waukesha County Technical College
- Waukesha Metro Transit
- Waukesha Police Department
- Waukesha Public Library
- Carroll University
- School District of Waukesha
- Girl Scouts of Southeastern Wisconsin



Department of Public Instruction Visit

The Wisconsin Department of Public Instruction selected 20 Community Learning Centers to receive monitoring visits during the spring semester of the 2015-2016 school year. DPI selected the Hawthorne Community Learning Center as one of the twenty sites to visit and review. On March 16 and 17, Alison Wineberg and Sue Werley conducted their review.

The monitoring visit and review consisted of (1) a self-assessment of the program, (2) entrance interviews with stakeholders, (3) program observations, (4) on-site discussions, (5) an examination of documents to verify compliance with program requirements and (6) an exit interview.

Results and Findings

The following excerpts are taken from the actual report compiled by the Wisconsin Department of Public Instruction:

Program Strengths:

- *Leadership Team*
 - *The Recreation Programmer is organized, and understands the purpose of the grant and implements the spirit of the CLC.*
 - *The Before and Afterschool Coordinator understands the pedagogy and the purpose of the program and can fully articulate that and has a clear vision of how the program should grow to serve the community.*
 - *Both Site Coordinators understand the importance of this program and do everything possible for the children and their families.*
 - *The line staff is prepared, engaged and processes regularly with time provided.*
- *There is ample time for the staff to plan, prepare and reflect on daily activities that they facilitate.*
- *The program operates 178 days a year. It is in operation every school day and on days when there are no classes.*
- *Professional development is offered to staff monthly.*
- *The program serves the full spectrum of students, including those with behavioral and physical needs.*
- *The [Academic Enrichment] bins add a good foundation to the program as the lessons are tied to Common Core.*
- *The before school program is not a drop-in program. Students are expected to participate in the entire before school program. Academic support activities are part of the before school program.*
- *The recruitment strategies are all-encompassing. Each parent in the school receives a phone call or invitation inviting their children to the CLC program.*

- *Community partners are engaged and diverse. Partnerships collaborate to coordinate resources by offering monthly meetings.*
- *Multiple evaluation strategies are employed.*
- *Parent programming occurs several times monthly, on average.*

Areas Identified for Improvement:

- *Improve the connection to the school day. This should be a focus area as day school staff changes occur.*
 - *CLC staff should be included in appropriate day school meetings, training and communication.*
 - *Increase the visibility of the program by utilizing space throughout the school to highlight activities occurring after school.*
 - *Utilize a day school staff to provide afterschool clubs or activities under the CLC umbrella.*
 - *Coordinate resources (i.e., Title I) to partner on activities offered to families.*
- *Adjust homework help time (currently 40 minutes) to include more activities, particularly for the younger grades that have little or no homework.*
- *Implement a stronger pick-up policy that would limit early pick-ups from the program. Currently, students can be picked up anytime and most students are picked up long before the end of the program.*
- *Consider moving the student check-out station to an area near the doors instead of its current locations in one of the classrooms. This will limit disruption in the classroom.*
- *Investigate utilizing walkie-talkies and have staff send students to meet their parents at the check-out station rather than allowing parents to pick up directly from the classrooms. This is a safety issue and will also limit the disruption of activities in session.*
- *Expand partnerships (i.e., with community-based organizations) for services that specifically target students.*
- *Investigate applying to the Afterschool Snack Program through the national School Lunch Program via the U.S. Department of Agriculture.*

Conclusion:

Department staff who conducted the review were pleased with the cooperation and honesty demonstrated during the review process. We applaud the commitment to quality programming and enthusiasm confirmed through our interviews with district recreation staff, agency staff, site coordinator and school principal. The site should be proud of their dedication of their students and should embrace the items jointly identified for improvement as a means for providing the students with an even higher level of programming.

CLC Goals and Outcomes

The following goals were established at the beginning of the year to ensure measurable success of the CLC program:

Goal A: Increase Student Academic Achievement

Goal B: Positive Increase in Participation/Attendance and Student Social-Emotional Growth

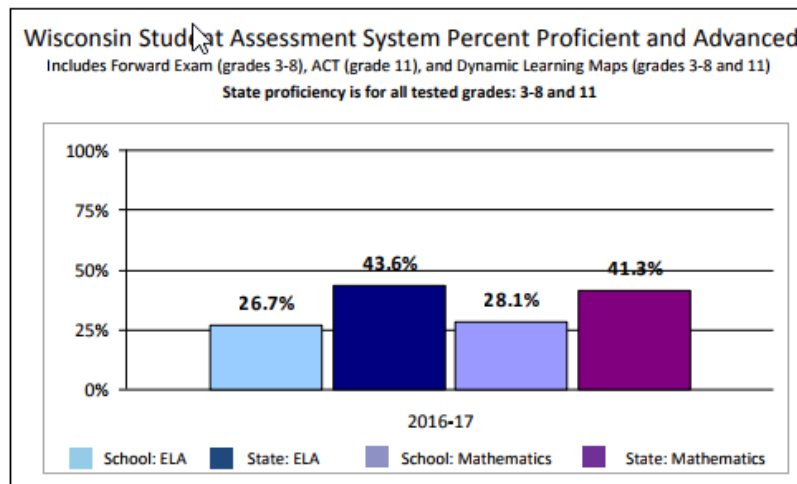
Goal C: Greater Parental Involvement

Goal A: Increase Student Academic Achievement

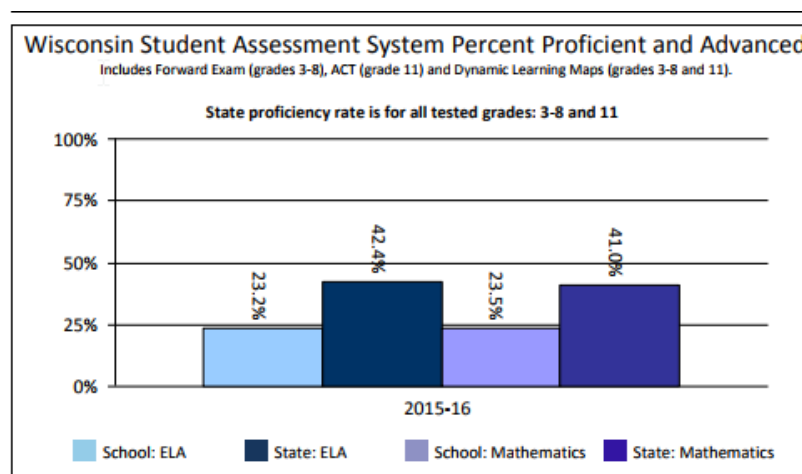
The following evaluation tools were used to determine students' academic success:

- Student Measures of Academic Performance (MAP) test scores
- Parent Evaluations
- Day teacher perception data

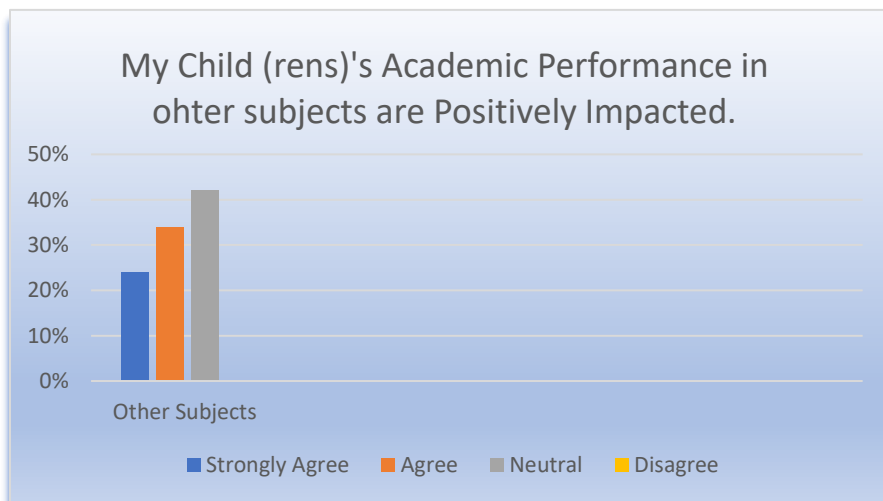
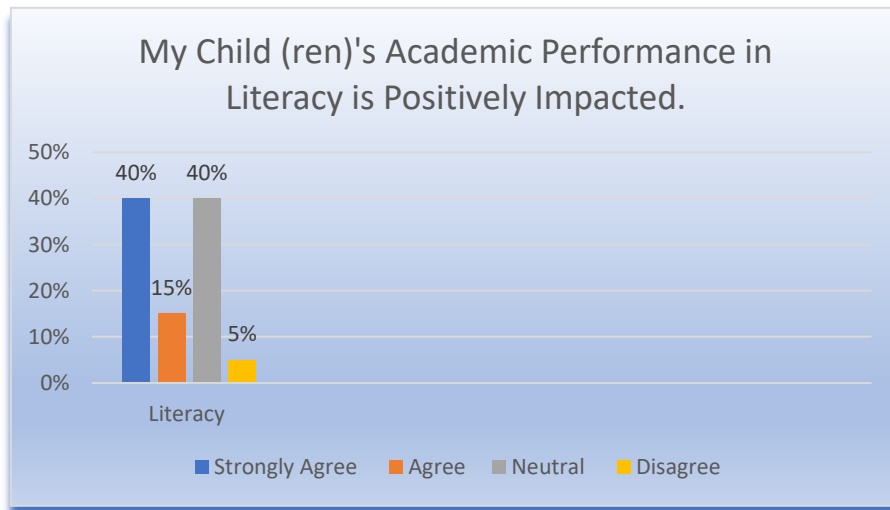
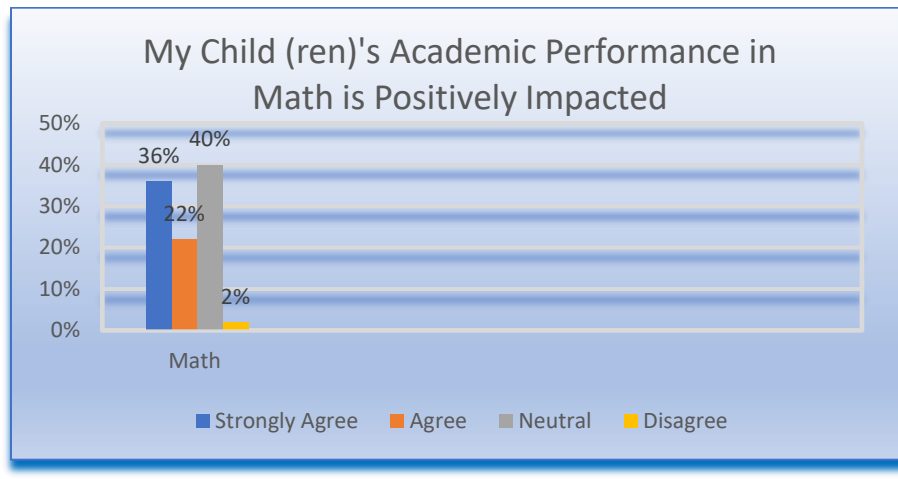
2016-2017 Test Score Results



2015-2016 Test Score Results



Parent Evaluation Results

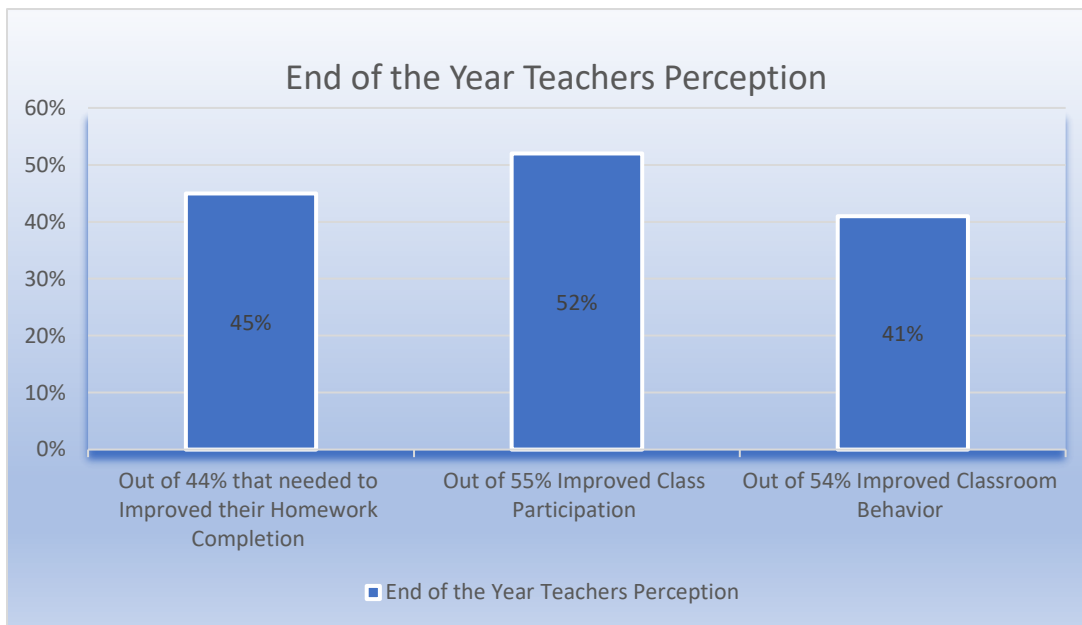


Day Teacher Perception Data Results

According to End of Year Perception Surveys, teachers reported that only 44% of CLC students needed to improve on Homework Completion. Of these students, 45% of them improved their homework completion habits.

According to End of Year Perception Surveys, teachers reported that only 55% of CLC students needed to improve on Homework Completion. Of these students, 52% of them improved their class participation habits.

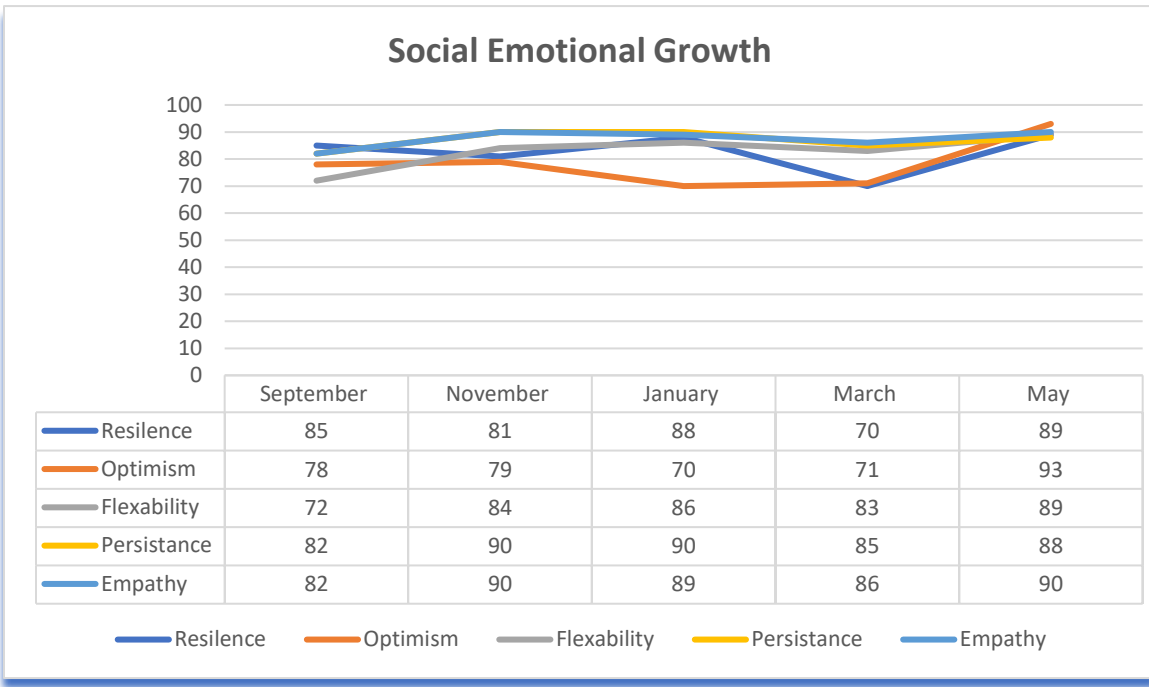
According to End of Year Perception Surveys, teachers reported that only 54% of CLC students needed to improve on Classroom Behavior. Of these students, 41% of them improved their classroom behavior.



Goal B: Positive Increase Participation/Attendance and Student Social-Emotional Growth

The evaluation tools were used to determine students' social-emotional growth:

- Daily Attendance Sheets
- CLC Staff Daily Social-Emotional Growth Observations
- Parent Evaluations
- Teacher Evaluations
- Day teacher perception data



CLC Staff Daily Observation Results

Daily, students were evaluated using a rubric developed by CLC stakeholders. CLC staff evaluated students in the areas of: Self-Confidence, Perseverance, Organization and Social Skills. Based on daily evaluations, staff developed strategies to provide students with growth opportunities in greatest need. Social-Emotional expectations and strategies were woven into every aspect of our program. Specific programming was provided to help students learn and practice these life skills.



Parent Evaluation Results

93% of parents that completed End of Year Evaluations reported that the before/after school program and activities had encouraged positive interactions among the children that have positively impacted their child(ren)'s character.

Goal C: Greater Parental Involvement

Mid-Season and End of Year evaluations were used to determine if parents felt more involved in the school community because of their child attending the CLC.

The following opportunities were provided to CLC Parents free of charge:

3rd Annual Family Kickball Tournament
Strong Willed Child Workshop
No More Bullying Workshop
Love and Logic Workshop
Mindfulness Workshop
Hawthorne Community Learning Center Holiday Celebration
6th Annual Recyclable Sled Race
Family Valentine's Photo Booth
Money on the Bookshelf Literacy Program
Learn to Ride the Metro Transit Bus
Effective Discipline – Preview of Love & Logic Workshop
Parent Appreciation Cookout
Tree Planting in memory of Shawn Retherford
Cool School 5K Fun Run
Spring Fling Celebration
Last Day of School Milk Carton Regatta/Family Open Swim

Mid-Season Evaluation Results – Awareness

90% of parents that completed Mid-Year Evaluations reported that they were aware of all the before/after school programs and activities available for their child(ren) and family.

End of Year Evaluation Results - Awareness

94% of parents that completed End of Year Evaluations reported that they were aware of all the before/after school programs and activities available for their child(ren) and family.

Mid-Season Evaluation Results - Involvement

92% of parents that completed Mid-Year Evaluations reported that they felt involved in the child(ren)'s before/after school experience and involved in the school community because of participation in programs and services provided

End of Year Evaluation Results - Involvement

80% of parents that completed End of Year Evaluations reported that they felt involved in the child(ren)'s before/after school experience and involved in the school community because of participation in programs and services provided.

Quality Staff

New staff members receive an employee handbook and participate in an orientation where program goals are communicated as well as roles, responsibilities, policies and procedures. Every staff member is certified in CPR/First Aid.

In August and again in May staff members receive 30-40 hours of training in:

- Staff/youth relationships
- Fostering opportunities for youth leadership
- Conflict resolution
- Positive youth development
- Hands-on academic enrichment opportunities

The City of Waukesha Parks, Recreation and Forestry Department develops 37 units (academic enrichment programming) every year. Academic enrichment programs are fun and tied to a learning objective that aligns with Common Core standards.

Several community experts and management staff help educate the team. Some educators include: The Department of Natural Resources, Sean Covey, Hawthorne Math and Literacy Coaches, Tribes Coach, Parent's Place, UW Extension, Waukesha School District, Waukesha Police Department, Waukesha Library, Staff and Community Experts.

In August, staff members receive two days of staff development that includes:

- Basic information (review)
- Roles and responsibilities (review)
- Development of positive behavior strategies
- Group expectations
- Parent involvement opportunities (discussion)
- Time to prepare and plan

The second Wednesday of the month (September - May), 6:30 to 8:30 pm, is designed for professional development. Each monthly professional development training is based on the needs of the staff. Additionally, staff meetings are held every other week to discuss success strategies for the group and individuals. The WASCIP Self-Assessment Rubric is utilized at these meetings to help incorporate best practices.

Parent Testimony

The best way to assess the impact of any program is feedback from those who utilize the services. The following testimony comes from Hawthorne's Community Learning Center parents describing their view of our program.

"The staff is amazing! Enrolling our daughter in Cool School was the best decision we made for her overall school experience."

"This program has been essential to my child's growth, both academically and socially."

"This program is a blessing. Thank you!"

"The staff are fabulous! Their sincere concern for all the children is always evident. I am so happy to have my children in this program."

"There is a real sense of community and belonging in this Cool School program. Each child is treated as unique and the caring staff connects with each child in a meaningful way."



Looking Forward-Highlights

In 2017-2018 Hawthorne STEM School became Hawthorne LAB school. The Hawthorne LAB School is an innovative collaboration between Hawthorne's staff and Carroll's Education Department to combine resources and create a research-focused learning environment which places the children of the school first. The "LAB" in Hawthorne LAB School stands for Learn, Analyze, Build.

In addition, for the 2017-2008 school year 4K students are now enrolled at Hawthorne LAB School.



October 2017 our Hawthorne CLC was asked to host other CLC grant recipients during the Annual DPI CLC Conference. This was a huge honor as our team shared all the great work and accomplishments we have achieved in our first 4 years of the grant.



In Gratitude

This program could not operate without the joint efforts of several people who believed in its value for the children and families in the Hawthorne community. It truly could not be possible without their committed investment, energy and unity.

Thank you to the instructional staff who provided a structured nurturing environment for CLC participants. This included, Ashley, Matt, Bobby, Brenda, Carrie, Alison, Danielle, Kate, Kelsey, Marcus, Nicole, Renee, Adam, Maleah, Genelle, Lashaunda, Daniel, Shannon and Alyssa.

Thank you to the Hawthorne LAB School staff Mr. Nguyen (Principal), Mrs. Wohlers (School Secretary), Mr. Pat and Mr. Mike (Hawthorne custodians), and all the teaching staff for their support, communication and sharing of space and equipment. It provided a network of continuity for the children and families.

And finally, though these individuals and groups share equal importance, thank you to the community partners who stepped up and collaborated with the Waukesha Parks, Recreation and Forestry Department to provide programs and services for children and families. This thank you is extended to the Cops and Kids Foundation, Hawthorne LAB Parents, Junior Achievement, Parent's Place, UW Extension, Waukesha County Retzer Nature Center, Waukesha County Technical College, Waukesha Metro Transit, Waukesha Police Department and Waukesha Public Library. The donation of your time, efforts and resources speaks volumes about your investment in this community.

